

WHO HAS RIGHTS & WHO ARE DEFENDERS OF HUMAN RIGHTS? Commencement Level ELLs

Overview:

Participants identify pictures that illustrate human rights contained in the Convention on the Rights of the Child. Students discuss what are human rights and who protects them.

Preparation:

Photographs, pictures from magazines or newspapers demonstrating various rights, poster paper, tape

Time Allotment:

About 1 hour

Procedure:

1. Before lesson decide how to illustrate human rights. Examples could include pictures from magazines, newspapers, the Internet, drawings by the students or photographs of staged situations. Some of the pictures should depict situations that are not addressed in the Convention on the Rights of the Child.

Possible rights/non-rights could be child/children:

- going to school
- in a refugee camp
- in front of home
- playing video games
- reading
- in school
- going to the movies
- gathered in a group
- practicing religion
- buying designer clothe
- buying CDs
- seeking medical help
- eating candy
- living in freedom and safety
- in an area of armed conflict
- near police officers

2. Show pictures to students and solicit responses to whether the person illustrated is demonstrating a human right.

3. Display pictures on chart paper as participants identify those showing human rights.

4. Discuss whether human rights can ever be taken from a person.

5. Introduce term inalienable and emphasize that human rights cannot be taken away.

6. Discuss that if all people have human rights then who defends those rights.

7. Discuss if all people are capable of defending human rights.

8. Discuss the responsibility to defend the rights of others.
9. Read/display story of Iqbal Masih.
10. Discuss how a child could speak out against human rights abuses.

Questions:

1. What might happen if people did not protect human rights?
2. What happens when all people defend human rights?
3. How could the participants take action to protect human rights?

Standards:

Source:

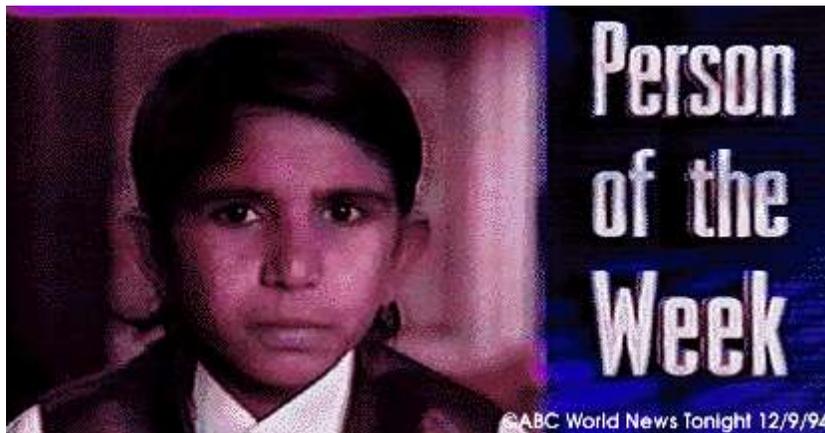
Amnesty International, U.S.A.

Iqbal Masih's Story

Iqbal Masih was four years old when his father sold him into slavery. He was forced to work more than twelve hours a day. He was constantly beaten, verbally abused, and chained to his loom by the carpet factory owner. He suffered greatly. On December 2, 1994, when Iqbal visited the United States, he looked much younger than his twelve years: his growth had been stunted by a lack of proper nutrition and years working in front of a loom.

In 1992 Iqbal's life changed dramatically. He and some other children stole away from their carpet factory to attend a freedom day celebration held by the Bonded Labour Liberation Front (BLLF). At the gathering they learned about their rights. Iqbal was moved to give an impromptu and eloquent speech about his sufferings, which was printed in the local papers.

Afterwards Iqbal refused to return to the factory. On his own initiative, he contacted a BLLF lawyer and obtained a letter of freedom that he presented to his former master. Iqbal was an articulate, confident, and powerful speaker and an uncompromising critic of child servitude. Iqbal's words of encouragement to other children and his willingness to speak out against child slavery had helped free many other illegally bonded children. At the time of his death, he was enrolled in a school for freed bonded children, where he was a bright and energetic student. His dream for the future was to become a lawyer. That way, he reasoned, he could continue to fight for freedom on behalf of Pakistan's seven and a half million illegally enslaved children.



From www.mirrorimage.com

Vocabulary

Articulate:

Bonded:

Child servitude:

Confident:

Eloquent:

Encouragement:

Enslaved:

Immobility:

Impromptu:

Initiative:

Liberation:

Malnutrition:

Obtain:

Refuse:

Slavery:

Stunted:

Uncompromising:

Verbal abuse:

Willingness: